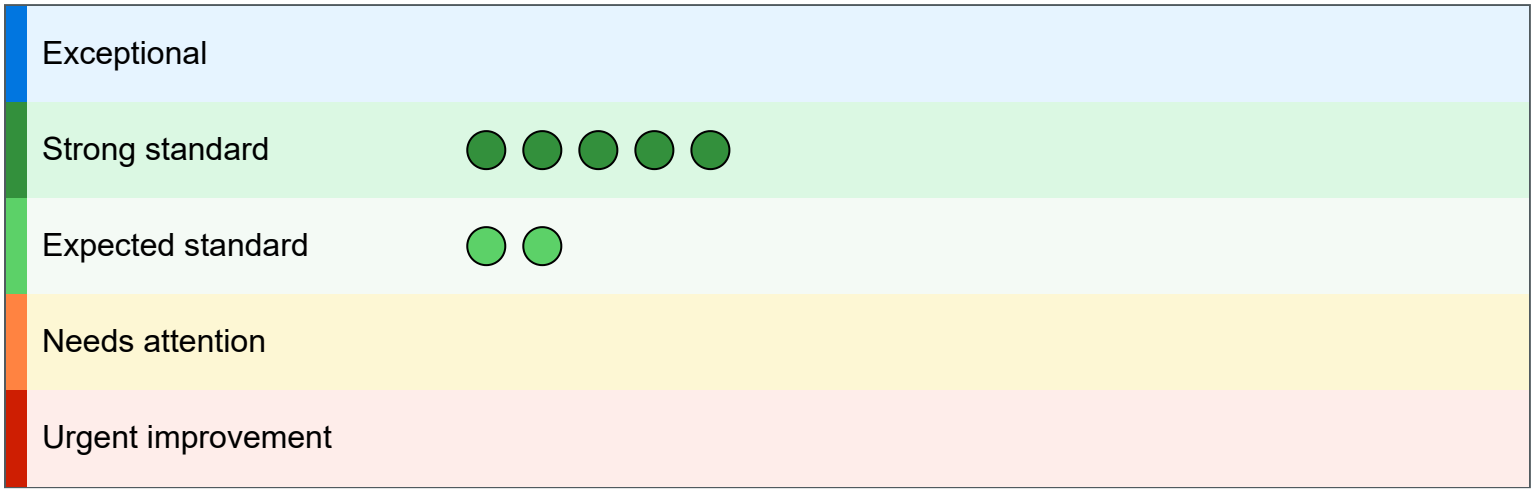
St Charles Borromeo Catholic Primary School, Weybridge

Address: Portmore Way, Weybridge, Surrey, KT13 8JD

Unique reference number (URN): 143372

Inspection report: 22 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve highly across the curriculum. In most end of key stage 2 national tests, the proportion of pupils reaching both the expected and higher standards is significantly above national averages. These positive outcomes have been sustained over time. Results in the Year 4 multiplication tables check have improved year on year and have been very high in recent years.

Achievement is also positive in subjects beyond those measured through national tests. Pupils can explain how previous learning supports their current understanding. They confidently draw on prior knowledge when tackling new concepts.

Pupils typically present their work neatly and take pride in what they produce. The quality of pupils' writing is consistently high across the wider curriculum and mirrors the standard seen in English lessons. Staff provide effective support for weaker readers. This helps them to develop greater fluency and accuracy in their reading.

Attendance and behaviour

Strong standard

Attendance is a real strength of the school. Levels of attendance remain consistently above the national average, while persistent absence is significantly lower than national figures over time. These positive trends are evident across all groups of pupils. Leaders place a high priority on attendance and monitor patterns very closely. They know pupils and their families well, enabling them to provide timely and highly tailored support when attendance concerns arise. They have a secure understanding of the factors affecting attendance. This includes thorough discussions with pupils to help identify barriers and refine the support provided.

Positive relationships between staff and pupils help children settle confidently from the start of each day, particularly those who find the transition into school more challenging. Clear routines and expectations are firmly established at social times. This enables pupils to play cooperatively and enjoy positive interactions with their peers. In classrooms, staff create a culture that supports pupils to be ready for learning. Pupils learn how to recognise, manage and talk about their emotions. They are confident that adults will help them with any worries. In the rare instances when issues arise, leaders use restorative approaches effectively. Reflection activities help pupils understand their actions and resolve conflicts positively.

Inclusion

Strong standard

Leaders have created an effective and coordinated approach to inclusion. They continually evaluate and refine provision to ensure that pupils' needs are quickly identified and met successfully. This helps to ensure that support is responsive to pupils' changing needs and sustainable over time.

Leaders ensure that staff have detailed and accurate information about pupils' individual needs. They invest significant time and resources in developing staff expertise and work

closely with external specialists to strengthen provision across the school. As a result, staff are very well equipped to meet pupils' needs. For example, recent training on neurodiversity has strengthened staff's ability to support pupils. Leaders regularly monitor the quality of inclusion at the school. They provide precise feedback to staff to help refine their practice and improve consistency. Interventions are chosen carefully and informed by relevant evidence. Leaders monitor their impact on pupils' learning and wellbeing closely, adapting provision where necessary.

Pupils eligible for the pupil premium benefit from highly tailored support. Leaders identify and track barriers to learning carefully and evaluate the impact of the support provided. They work closely with external agencies and other schools to support pupils known to social care. Thoughtful transition arrangements help ensure that important information is shared and that pupils receive appropriate support when moving to their next school.

Leadership and governance

Strong standard 

Leaders draw on a wide range of evidence to evaluate the school's effectiveness and identify priorities for improvement. Professional learning is central to the school's work. Leaders invest substantially in developing staff expertise through a comprehensive programme of training, coaching and support. The close relationship between the trust and the school further strengthens professional development, including in the induction of new staff.

Leaders and those responsible for governance share a clear vision for the school and have established effective systems to realise it. Trust leaders are visible and valued partners in school improvement, providing expertise, capacity and oversight. Local governors have a secure understanding of the school's strengths and areas for development. They draw on a broad range of internal and external evidence to hold leaders to account. Clear systems ensure that information about school performance and emerging challenges is communicated effectively across all levels of governance.

Parents and carers express overwhelming confidence in the school. They value its caring and inclusive culture and appreciate the positive relationships between staff and pupils. Leaders regularly seek staff views and use this feedback to inform decision-making. They maintain a thoughtful focus on staff wellbeing, carefully considering the impact of change on workload and taking appropriate steps to support staff. Leaders actively seek opportunities to work with partners beyond the trust. These partnerships broaden pupils' experiences, enrich the curriculum and help ensure that pupils' needs are identified and supported effectively.

Personal development and wellbeing

Strong standard 

Leaders have designed a broad and rich personal development programme that reflects the school's context and responds thoughtfully to pupils' individual needs and experiences. Partnerships with the local church, community organisations and groups beyond the locality enrich pupils' experiences and enhance the support available to them.

Pupils develop a secure understanding of equality and respect. They speak confidently about how families can be different and why it is important to value others. Leaders ensure

that pupils learn how to keep themselves safe, both online and in the wider community. Year 6 pupils enthusiastically recount the road safety skills they learn through cycle training. Pupils across the school develop an understanding of how to stay safe around railway lines and other potential risks.

Leaders act on pupils' views and use their feedback to shape provision. For example, the introduction of lunchtime fitness clubs helped increase participation in wider opportunities, including girls' attendance at football clubs. Pupils benefit from opportunities to debate issues, share opinions and vote for representatives such as the school council. As a result, they develop a secure understanding of democracy.

Visits to places of worship help pupils to develop respect for people of different faiths and beliefs. Pupils explain how learning about historical events helps them understand the importance of treating others fairly today. Work with charities and organisations, including food banks, develops pupils' empathy and awareness of the challenges some people face. Leaders are committed to ensuring that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, benefit fully from the opportunities available. They work proactively to identify and remove barriers to participation, enabling pupils to play an active role in school life. This includes working closely with parents to identify gaps in pupils' wider experiences, then tailoring support and opportunities accordingly.

Expected standard

Curriculum and teaching

Expected standard

Leaders have established robust systems to monitor the quality of the curriculum and teaching. This enables them to identify priorities quickly, make timely improvements and provide targeted support where needed. Leaders refine the curriculum to ensure that it meets pupils' needs effectively. For example, the recent introduction of a new phonics programme has been implemented thoughtfully, with a clear plan in place to embed practice further.

Leaders from the school and trust work closely to develop staff expertise. Professional development is tailored carefully to individual needs. Comprehensive induction and ongoing support help staff to meet leaders' expectations. Opportunities such as team teaching and the modelling of effective practice by experienced colleagues strengthen teaching and support greater consistency across the school.

Teachers typically introduce new learning through clear modelling, with a focus on important subject-specific vocabulary and knowledge. Pupils have opportunities to discuss and rehearse their understanding before applying their learning independently. Effective adaptations enable pupils with a wide range of needs, including those with special educational needs and/ or disabilities, to access the curriculum successfully. Staff often address pupils' misconceptions positively and provide opportunities for them to improve their understanding. At times, feedback does not identify misconceptions effectively enough, which means that some errors can persist.

Early years

Expected standard

Staff create a warm and nurturing environment in the early years. Children arrive confidently, are welcomed positively by adults and settle quickly into purposeful learning. Carefully planned activities help children develop important foundational skills, including fine motor control.

The curriculum is well planned and sequenced from Nursery through to the Reception Year. Stories, rhymes and high-quality texts sit at the heart of learning. They are used effectively to develop children's language, communication and vocabulary. Staff also draw on children's interests to sustain engagement. Children listen attentively, contribute thoughtfully to discussions and participate enthusiastically in familiar songs and rhymes.

Leaders have carefully considered both transition arrangements and parental engagement. They gather detailed information about children's development before they join the school. Parents and carers value the comprehensive induction process, including home visits and work with children's previous settings. This helps children settle quickly and establish positive relationships from the start.

Provision is typically well organised and enables children to engage successfully in learning. Leaders regularly monitor the quality of teaching and provide valuable support to help staff refine their practice. Adult interactions often extend children's thinking through skilled questioning and discussion. However, staff do not consistently build on children's responses and ideas with sufficient precision to deepen children's thinking.

What it's like to be a pupil at this school

Pupils are proud to belong to this friendly and caring school community. They feel well known as individuals. Each morning, staff greet pupils warmly and take a genuine interest in their lives. Pupils enjoy school and attend regularly. They are confident that any worries or concerns will be addressed quickly and effectively, for example when they use their classroom 'I wish my teacher knew…' box. Pupils value the opportunities to build relationships across the school, particularly the newly introduced 'Wow Wednesdays', when pupils from different year groups spend time playing together. Pupils know and live out their 'ready, respectful, safe' school rules.

Pupils engage enthusiastically in their learning and speak confidently about the experiences provided through the curriculum. They recall key messages from assemblies, including learning about safety and allergy awareness. Trips and visits are highly valued. Pupils readily explain how these experiences strengthen their learning, such as Year 5 pupils' excitement about visiting Butser Farm to bring their study of the Anglo Saxons to life.

Pupils achieve highly. Those who require additional support receive it promptly and effectively, enabling them to learn successfully alongside their peers. From the earliest years, pupils demonstrate positive attitudes to learning and behaviour. Children in the Reception Year walk sensibly through the school on their way to the hall and beam with pride when leaders recognise their 'safe and beautiful' walking.

Pupils understand the importance of contributing to school life and take their responsibilities seriously. Older pupils are eager to take on leadership roles and recognise the positive difference these can make. For example, the school council helped to broaden food choices at lunchtime. Pupils readily explain what makes their school special, including its close links with the neighbouring church. They also speak enthusiastically about representing the school in sporting events. While proud of achievements such as winning events, pupils place particular value on teamwork and supporting their friends.

Next steps

- Leaders should ensure that staff provide timely and effective feedback to address errors and misconceptions in pupils' work.
- Leaders should ensure that effective teaching approaches are implemented consistently across the school, including in the early years, so that pupils benefit routinely from the same high-quality learning experiences.

About this inspection

This school is part of the Xavier Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), James Kibble, and overseen by a board of trustees, chaired by Mirek Gliniecki.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection took place on 22 and 23 September 2026.

Inspectors spoke with the head of school, senior leaders and other staff members. The lead inspector also spoke with the CEO, directors from the trust, the chair of the trust board and the chair of the local governance committee during the inspection. An inspector also spoke with a representative from the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. Its last section 48 inspection was in May 2026.

Head of School: Gemma Willcox

Lead inspector:
Katie Hancock, His Majesty's Inspector

Team inspectors:
Vicky Matthews, Ofsted Inspector
Sarah Rowe, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

237
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

248
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.35%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.64%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

5.91%
Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	61%	Above
2024/25 (final)	90%	62%	Above
2023/24 (final)	90%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	74%	Above
2024/25 (final)	97%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	90%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	98%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	97%	73%	Above
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	68%	16 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	78%	22 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	3.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.0%	13.0%	Below
2023/24 (3 term)	4.3%	14.6%	Below
2022/23 (3 term)	5.3%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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